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ABSTRACT

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the eighth grade reading minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

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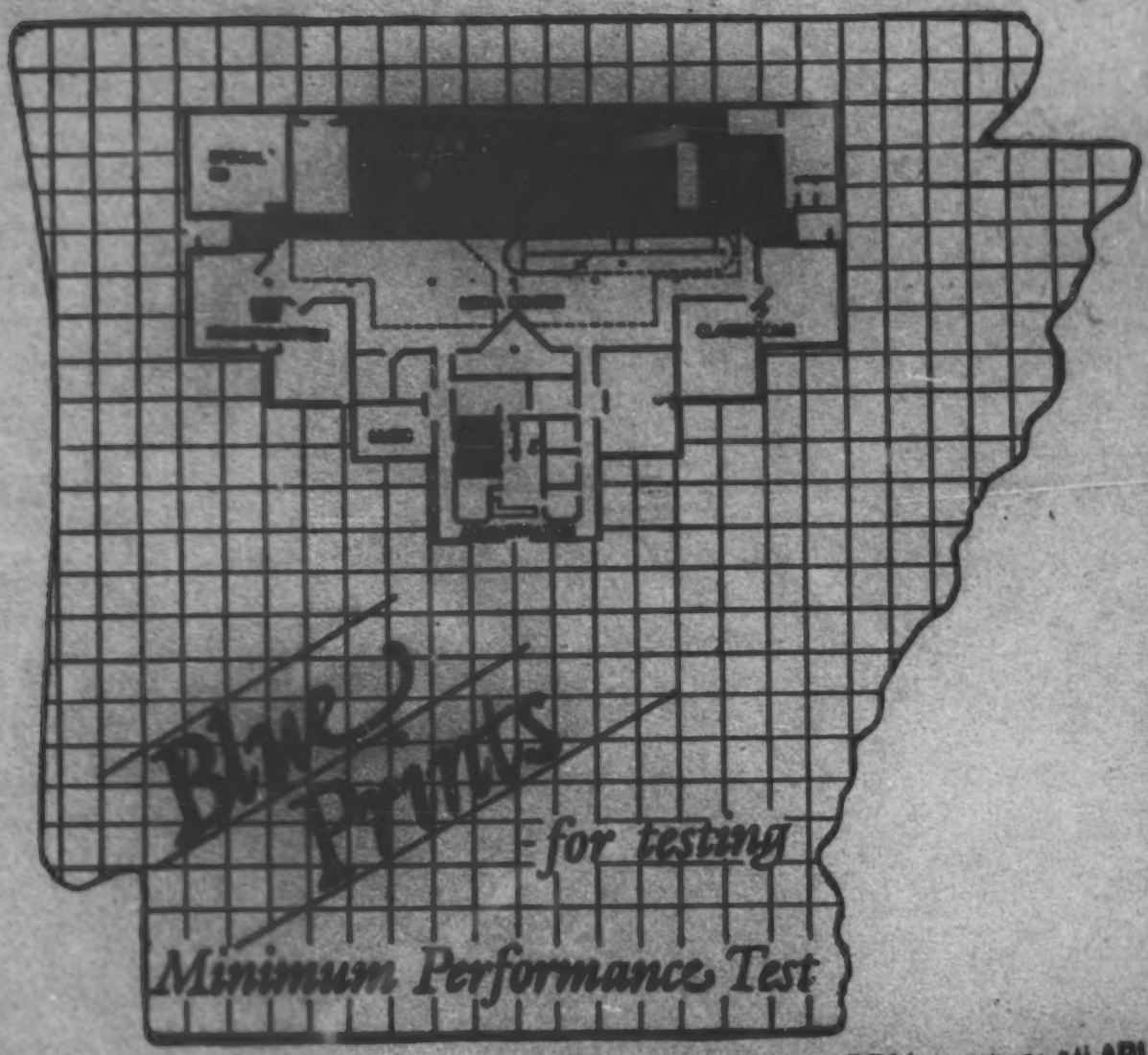

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Item Specifications

Reading
Grade 8

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INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

- *Objective Identification Number*
- *Grade Level*
- *Subject Area*
- *Goal Identification*
- *Skill Description*
- *Stimulus Attributes (Format, Content, Directions)*
- *Response Attributes (Format, Content, Directions)*
- *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question of incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may used these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is NOT teaching the test!

OBJECTIVE: 1.1

GRADE 8: READING **GOAL: WORD RECOGNITION**

SKILL: Determine the meaning of unfamiliar words by using context clues.

STIMULUS ATTRIBUTES:

A. Format one or two boxed sentences with an underlined word followed by a statement such as: Choose the word that means the same as ( ).

B. Content
1. vocabulary eighth grade or below
2. adequate contextual clues to determine the meaning of the underlined word

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or phrases listed vertically

B. Options correct response: the meaning of the underlined word in the stimulus sentence
distractors: other words which fit the stimulus sentence grammatically

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SAMPLE ITEM:

Read the sentence below; then answer question 1.

> **The noise from the collision of the automobiles could be heard a block away.**

1. **Choose the word that means the SAME as collision.**

   A race
   • **B** crash
   C engine
   D starting

OBJECTIVE: 1.2

GRADE 8: READING **GOAL: WORD RECOGNITION**

SKILL: Select the correct base or root form of the word in words having a prefix and/or suffix.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word followed by a direct question such as: Which is the CORRECT base word for the underlined word?

B. Content
1. underlined word with a prefix and/or a suffix and a base word capable of standing alone
2. prefix or suffix from the Grade 8 list (See Objective 1.5)
3. base word from the 10X Basic Skills Word List, Grade 8 or below

C. Directions Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or parts of words listed vertically

B. Options
correct response: the root word of the underlined word in the stimulus sentence
distractors:
1. words or parts of words taken from the stimulus word
2. antonyms of the stimulus word

SAMPLE ITEM:

Read the sentence below; then answer question 1.

> The volcano is inactive.

1. Which is the CORRECT base word for the underlined word?

A inact
* B active
C energetic
D explosive

OBJECTIVE: 1.3

GRADE 8: READING **GOAL: WORD RECOGNITION**

SKILL: Use the dictionary key to match the phonetic spelling with the correct spelling.

STIMULUS ATTRIBUTES:

A. Format a boxed dictionary pronunciation key, a boxed respelling of a word, and a direct question such as: What is the CORRECT spelling for the word in the box?

B. Content dictionary key with necessary markings

C. Directions Use the dictionary key below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Content word not restricted to I0X word list

C. Options correct response: the word that correctly spells the stimulus word
distractors: words similar in spelling or pronunciation to the stimulus word

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SAMPLE ITEM:

Use the dictionary key below to answer question 1.

ă	pat	ī	tie
ā	pay	ȯ	horn
ä	car	ŏ	job
ə	ago	ō	no
ĕ	pet	o͝o	boot
ē	me	o͞o	soil
ĭ	tip	au	out
		yu	music

1. **What is the CORRECT spelling for the word in the box?**

carpat

A carpe
B karpet
C carpit
* D carpet

OBJECTIVE: 1.4

GRADE 8: READING **GOAL: WORD RECOGNITION**

SKILL: Form plurals of words.

STIMULUS ATTRIBUTES:

A.	**Format**	a boxed word preceded by a direct question such as: Which is the plural of the word in the box?
B.	**Content**	stimulus word from the l0X Basic Skills Word List, Grade 8 or below.
C.	**Directions**	N/A

RESPONSE ATTRIBUTES:

A.	**Format**	four words listed vertically
B.	**Options**	correct response: the plural of the stimulus word distractors: 1. incorrect plurals of the stimulus word 2. the singular of the stimulus word

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SAMPLE ITEM:

1. What is the plural of the word in the box?

leaflet

A leaflet
* **B** leaflets
C leaflet's
D leafletes

OBJECTIVE: 1.5

GRADE 8: READING **GOAL: WORD RECOGNITION**

SKILLS: Identify word meanings through the expanded use of prefixes and suffixes.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word preceded by a direct question such as: Which is the CORRECT meaning for the underlined word in the box?

B. Content
1. base word from the IOX Basic Skill Word List, Grade 8 or below
2. underlined word with a prefix or suffix from the following

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format words or phrases giving concise definitions similar to those found in a dictionary, listed vertically

B. Options
correct response: the meaning of the stimulus word
distractors:
1. meaning NOT associated with the stimulus word
2. opposites of the stimulus word

Prefix	Meaning
trans-	across
intra-	inside
inter-	between
circum-	around
tri-	three
uni-	one
geo-	earth
bio-	life
peri-	around

Suffix	Meaning
-ible	able to be, state of
-al	pertaining to
-ance	act of
-dom	condition of being
-ous	full of
-ious	full of
-eous	full of

Prefix	Meaning
aqua-	water
kilo-	thousand
hemi-	half
super-	greater
anti-	against
ante-	before
centi-	hundredth
fore-	in front of

Suffix	Meaning
-ive	having power
-ize	become
-ship	state of
-ward	toward, direction of

OBJECTIVE: 1.5 (cont.)

SAMPLE ITEMS:

1. **Which is the CORRECT meaning for the underlined word in the box?**

The Civil War <u>antedated</u> World War I.

- A happened after
- • B happened before
- C happened against
- D happened between

2. **Which is the CORRECT meaning for the underlined word in the box?**

The Chinese people are <u>courteous</u> to the elderly people in their society.

- A given power
- B full of power
- • C full of courtesy
- D lack of courtesy

OBJECTIVE: 2.1

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Identify the stated or implied main idea of a selection.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection followed by a direct question or incomplete statement such as: What is the main idea of this selection?

Type 2 What would be the BEST title for this passage?

B. Content

Types 1 and 2

a. selection with a maximum of 400 words
b. main idea stated or implied
c. vocabulary eighth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four statements listed vertically

Type 2 four titles listed vertically

B. Options

Type 1 correct response: a statement of the main idea of the stimulus selection
distractors: restatements of details from the stimulus selection

Type 2 correct response: the best title for the stimulus selection
distractors: titles emphasizing details from the stimulus selection

---

Read the passage below; then answer questions 1 and 2.

When the Plains Indians were finally forced to surrender, the United States government decided to move them to a reservation in Oklahoma. The Indians, however, were not prepared for relocation when it came. Even though they had been informed by their chiefs that they would be removed from their lands, the people could not understand such a tragedy overtaking them. As a result, when the United States Army arrived to escort them to their new homes, the Indians left on their long torturous journey unprepared. Most possessions were left behind, and there was little food and clothing for the trip. On the trail to Oklahoma, starvation, exposure, and disease took a terrible toll.

SAMPLE ITEM: *Type 1*

1. What is the main idea of the selection?

A The Plains Indians were forced to surrender.
B The Plains Indians were forced to move to Oklahoma.
C The United States Army escorted the Indians to the reservation.
•D The Plains Indians were unprepared for their move to the reservation.

SAMPLE ITEM: *Type 2*

2. What would be the BEST title for this selection?

A Surrender
•B Unprepared Journey
C Relocation of the Plains Indians
D The Job of the U.S. Army

OBJECTIVE: 2.2

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Identify details of a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: According to the passage (why, what, where, when, who, how) _____?

B. Content
1. selection with a maximum of 400 words
2. details relative to why, what, where, when, who and how included
3. vocabulary eighth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options
correct response: the detail requested in the stimulus
distractors: other details from the selection

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **When the Plains Indians were finally forced to surrender, the United States government decided to move them to a reservation in Oklahoma. The Indians, however, were not prepared for relocation when it came. Even though they had been informed by their chiefs that they would be removed from their lands, the people could not understand such a tragedy overtaking them. As a result, when the United States Army arrived to escort them to their new homes, the Indians left on their long, torturous journey unprepared. Most possessions were left behind, and there was little food and clothing for the trip. On the trail to Oklahoma, starvation, exposure and disease took a terrible toll.**

1. **According to the passage, why were the Indians unprepared for the journey?**

   A The Army made them move too soon.
   B The Indians were forced to surrender.
   C They were never told they would have to go.
   * D The Indians could not believe they would be moved.

OBJECTIVE: 2.3

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Select the stated or implied sequence of events in a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as:

Type 1 When does ( ) occur?, or What happened (first, second, etc.)?, or what did ( ) do (first, second, etc.)?

Type 2 Which is a CORRECT sequence or order?

B. Content

Types 1 and 2

a. selection with a maximum of 400 words
b. a stated or implied sequence of NOT more than seven events in chronological order
c. vocabulary eighth grade or below

C. Directions

Types 1 and 2 Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words, phrases or sentences listed vertically

Type 2 four sets of four phrases or sentences listed vertically in random order

B. Options

Type 1

correct response: the sequence requested in the stimulus question
distractors: other events from the selection

Type 2

correct response: the set of events in order as they happened in the stimulus selection
distractors: sets of events incorrectly sequenced

OBJECTIVE: 2.3 (cont.)

Read the passage below; then answer question 1 and 2.

> **Captain Kidd set sail from England in 1696, in the good ship Adventure, to search for pirates on an island off the coast of Africa. Captain Kidd reached the pirate hideout in 1697, but during the next two years strange stories about him were heard in England. Brave Captain Kidd was not capturing pirates. He was working with them instead! He had become the greatest pirate of them all.**
>
> **Captain Kidd was finally arrested in Boston in 1699 and was sent back to England. About seventy thousand dollars worth of treasure went back, too. Some of it was found on the Adventure and some of it was dug up on Gardiner's Island, off the tip of Long Island, New York. Many people still wonder if all of Captain Kidd's treasure was found. Perhaps part of it is still buried on the shore where it was hidden more than two hundred and fifty years ago.**

SAMPLE ITEM: *Type 1*

1. What did Captain Kidd do first in the story?

- A He was arrested.
- B He worked with pirates.
- * C He set sail from England.
- D He reached the pirate hideout.

SAMPLE ITEM: *Type 2*

2. Which is the CORRECT sequence or order?

- A Captain Kidd worked with pirates.
  Captain Kidd was arrested.
  Captain Kidd set sail from England.
  Captain Kidd reached the pirate hideout.
- * B Captain Kidd set sail from England.
  Captain Kidd reached the pirate hideout.
  Captain Kidd worked with pirates.
  Captain Kidd was arrested.
- C Captain Kidd set sail from England.
  Captain Kidd worked with pirates.
  Captain Kidd was arrested.
  Captain Kidd reached the pirate hideout.
- D Captain Kidd reached the pirate hideout.
  Captain Kidd set sail from England.
  Captain Kidd worked with pirates.
  Captain Kidd was arrested.

OBJECTIVE: 2.4

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Predict the logical outcome after reading a portion of a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: What will probably happen next? or What would (this author) predict ( )?

B. Content
1. selection with a maximum of 400 words
2. outcome implied but unstated
3. vocabulary eighth grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically

B. Options
correct response: the logical outcome of the stimulus selection
distractors: words, phrases, or sentences NOT relevant to the implied outcome

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SAMPLE ITEM:

Read the passage below; then answer question 1.

> One of the problems facing people today is pollution. Pollution is everywhere. Poisons used to kill weeds and insects often end up in the water supply needed for animals and people. Automotive exhaust makes the air unfit to breathe. Even excessive noise is harmful to our mental and emotional health.

1. What would this author predict is the effect of continued pollution?

A Water supplies will dry up.
B Human beings will lose their hearing.
•C Human beings will no longer be able to live on earth.
D Insects will learn to eat poisonous plants without getting sick.

OBJECTIVE: 2.5

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Select the literal meaning for familiar idioms.

STIMULUS ATTRIBUTES:

A. Format	a boxed sentence or sentences with an underlined idiom, followed by a direct question such as: Which is the BEST meaning for the underlined phrase (sentence)?
B. Content	vocabulary eighth grade or below
C. Directions	Read the sentence below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format	four phrases or sentences listed vertically
B. Options	correct response: the idiomatic translation of the stimulus phrase or sentence distractors: NOT probable or relevant meanings of the stimulus idiom

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SAMPLE ITEM:

Read the sentences below; then answer question 1.

> **May and Bob are in the same boat. Each has one week to do a job that will take a month.**

1. Which is the BEST meaning for the underlined phrase?

A sharing a boat
B used to sailing
C like to be together
*D in the same situation

OBJECTIVE: 2.6

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Identify cause and effect relationships in a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question or incomplete sentence requiring the student to identify either a cause or effect

B. Content
1. selection with a maximum of 400 words
2. selection with an account of an event or action with a stated or implied cause or effect
3. at least three details that are unrelated to the cause and/or effect of the main event or action
4. vocabulary eighth grade or below

C. Directions Read the selection below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four phrases or sentences listed vertically

B. Options correct response: the cause or effect requested in the stimulus question
distractors: restatements of other details of the stimulus selection

---

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **As Mary became more involved in school, she decided to run for an office. In her campaign, she spoke about her school achievements. Other candidates, who had held offices, promised many new things but had not followed through on earlier promises. Mary was elected.**

1. Mary was elected as a class officer because:

A others were already officers.
B she promised many achievements.
• C she had already achieved things.
D she wanted to be a class officer.

OBJECTIVE: 2.7

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Identify literal meaning of figurative language.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence or a passage with an underlined figure of speech followed by a direct question or an incomplete sentence such as: The sentence means ( ):

B. Content
1. simile - an expression using like and as
2. metaphor - an implied comparison, e.g. He is a dream.
3. vocabulary eighth grade or below

C. Directions Read the sentence (sentences) below; then select the BEST meaning for the underlined words

RESPONSE ATTRIBUTES:

A. Format four phrases or sentences listed vertically from short to long

B. Options correct response: the meaning of the stimulus simile or metaphor
distractors: responses NOT probable or relevant to the stimulus

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SAMPLE ITEM:

Read the sentence below; then select the BEST meaning for the underlined words.

> **Minnie May was dynamic in the class play last night.**

1. The sentence means that Minnie May:

- A talked too loudly.
- B exploded with rage.
- C gave a poor performance.
- • D gave an outstanding performance.

OBJECTIVE: 2.8

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Draw inferences or conclusions from a selection.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by an incomplete sentence or a direct question requiring an inference or conclusion

B. Content
1. selection with a maximum of 400 words
2. stated main idea and supporting details from which a conclusion (reasoned judgement) can be drawn
3. vocabulary eighth grade or below

C. Directions Read the selection below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four phrases or sentences listed vertically

B. Options

correct response: the conclusion requested in the stimulus question

distractors:
1. restatements of details from the stimulus selection
2. statements NOT inferred in the stimulus selection

SAMPLE ITEM:

Read the selection below; then answer question 1.

> **Tom had worked for weeks on a short story. When he finally felt satisfied with it, he sent it to his school newspaper. He waited a long two weeks for an answer and then saw that the story had been published in the paper.**

1. You know Tom's story was good enough for the paper because:

A the paper refused the story.
B the paper published all stories.
•C the story was published in the paper.
D Tom paid to have his story published.

OBJECTIVE: 2.9

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Select a word or phrase to complete a given analogy.

STIMULUS ATTRIBUTES:

A. Format a boxed incomplete analogy (X) is to (Y) as (W) is to ( ), preceded by a direct question such as: Which word correctly completes the analogy below?

B. Content analogies with common relationships

RESPONSE ATTRIBUTES:

A. Format four words which have a relationship with the stimulus listed vertically from short to long

B. Options correct response: the word that completes the stimulus analogy
distractors: other related words

SAMPLE ITEM:

1. Which word correctly completes the analogy?

Apple is to tree as grape is to:

* **A** vine.
B bush.
C shrub.
D branch.

OBJECTIVE: 2.10

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Determine the author's purpose.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question or incomplete statement such as: This story was written because: or The author wrote this selection to:

B. Content
1. selection with a maximum of 400 words
2. selection with a dominant purpose to persuade, inform, describe or entertain

C. Directions Read the selection; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences, listed vertically from short to long

B. Options correct response: the author's dominant purpose for writing the selection
distractors: other purposes for writing

SAMPLE ITEM:

Read the selection in the box; then answer question 1.

> **The beauty of the Buffalo River becomes evident near the little town of Ponca, Arkansas. It is at this point that canoe parties start on trips to Pruitt.**
>
> **One lovely spring day we drove to Ponca. There we rented a canoe for our trip on the river. At this point, the river is narrow, with swift flowing water.**
>
> **Five minutes from Ponca, the Buffalo River passes through a beautiful wilderness area. There are not many signs of civilization along the way. Trees crowd the stream. The shores are covered with lovely holly and laurel. The pine trees and a combination of white sand and clay along the shores are in vivid contrast to the leaves overhead. The journey from Ponca to Pruitt is one of endless beauty.**

1. The author wrote this selection to:

A teach us how to canoe.
B tell us why the dam was built.
C tell us about Ponca, Arkansas
* D praise the beauty of the Buffalo River.

OBJECTIVE: 2.11

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Distinguish between reality and fantasy.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question such as: Which tells what could (could NOT) really happen?

B. Content
1. selection with a maximum of 100 words
2. one reference to a real situation and the remaining details unreal or impossible (or visa versa)

C. Directions Read the selection (paragraph) in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four sentences listed vertically from short to long

B. Options correct response: the real (unreal) situation from the stimulus selection
distractors: unreal (real) situations from the stimulus selection

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SAMPLE ITEM:

Read the selection in the box; then answer question 1.

> **Amanda desperately wanted a horse for a companion. She would daydream about Goldie, her wonderful horse. Goldie would be able to perform all kinds of tricks. One day Amanda was looking at a picture of a horse in a magazine. Suddenly the horse in the picture turned into a real animal. Amanda finally had the horse of her dreams.**

1. Which sentence tells what could NOT happen?

A Amanda really wanted a horse.
B Goldie would be able to perform tricks.
C Amanda daydreamed about having a horse.
* D The horse in the picture turned into a real animal.

OBJECTIVE: 2.12

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Distinguish between facts and opinions.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question asking the student to identify either one fact or one opinion such as: Which sentence below states a fact? or Which statement is an opinion?

B. Content
1. facts - items of information which can be proven to be true or false
2. opinions - thoughts, feelings or attitudes which cannot be objectively proven to be true or false

C. Directions Read the selection (advertisement) in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four phrases or sentences listed vertically from short to long

B. Content distractors: NOT inaccurate statements (e.g., The capital of the United States is New York City.)

C. Options correct response: a fact or an opinion from the stimulus paragraph
distractors: opinions or facts from the stimulus paragraph

SAMPLE ITEMS:

Read the advertisement in the box; then answer question 1.

DIMMER SWITCH

Install Light Demand switches to save on your electric bills and light bulbs. Full range dimming control, easy to install. It's the energy saving alternative to ordinary switches. Choose white, ivory or brown.

1. Which sentence below states a fact?

A Light Demand dimmer switches save money.
B Light Demand dimmer switches save energy.
C Light Demand dimmer switches are easy to install.
• D Light Demand dimmer switches are available in three colors.

Read the selection in the box below; then answer question 2.

Submarines can travel on the surface of the ocean as well as beneath it. They can travel at greater speeds beneath the surface of the ocean than on top of it. Submarines have gone beneath the North Pole. Some people think submarines are the most important ships in the Navy.

2. Which statement is an opinion?

A Submarines travel on the surface of the ocean.
B Submarines have gone beneath the North Pole.
•C Submarines are the most important ships in the Navy.
D Submarines travel beneath the surface of the ocean.

OBJECTIVE: 2.13

GRADE 8: READING **GOAL: COMPREHENSION**

SKILL: Recognize propaganda and bias in advertising

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which statement contains (does NOT contain) propaganda or bias?

Type 2 a boxed selection followed by a direct question such as: Which statement contains (does NOT contain) propaganda or bias?

B. Content

Type 1 N/A

Type 2 selection with a maximum of 100 words

C. Directions

Type 1 N/A

Type 2 Read the advertisement in the box below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 phrases or sentences listed vertically from short to long

B. Options

Types 1 and 2 correct response: the phrase or sentence containing (not containing) propaganda or bias
distractors: phrases or sentences not containing (containing) propaganda or bias

OBJECTIVE: 2.13 (cont.)

SAMPLE ITEM: ***Type 1***

1. Which sentence contains propaganda or bias?

A Zippy shoes are sold nationwide.
• B Everyone is wearing Zippy shoes.
C Zippy shoes are made in Little Rock.
D Leather soles are a feature of Zippy shoes.

SAMPLE ITEM: ***Type 2***

Read the advertisement in the box below; then answer question 2.

> **The Consumer Product Safety Commission says that 6,000 Americans die each year in home fires. This is a needless waste of human lives, and it could be stopped by legislation.**
>
> **If those people had installed smoke detectors in their homes, they would be alive today. Smoke detectors set off a warning sound when a fire begins to smolder. Since the sound is loud enough to awaken anyone, it allows people a chance to escape.**
>
> **Requiring smoke detectors in all homes would be the best law the legislature could pass, because it would save thousands of lives.**

2. Which statement does NOT contain propaganda or bias?

• A Smoke detectors set off a warning sound when a fire begins to smolder.
B This is a needless waste of human lives, and it could be stopped by legislation.
C Since the sound is loud enough to awaken anyone, it allows people a chance to escape.
D Requiring smoke detectors in all homes would be the best law the legislature could pass.

OBJECTIVE: 3.1

GRADE 8: READING **GOAL: LITERARY SKILLS**

SKILL: Identify types of literature including short stories, poetry, fables, myths, legends, tall tales, dramas, novels, autobiography and biography.

STIMULUS ATTRIBUTES:

A. Format

Type 1 an incomplete statement requiring a type of literature for completion

Type 2 a boxed selection followed by an incomplete sentence such as: This passage is an example of:

B. Content

Type 1 types of literature limited to those listed in the skill list

Type 2 selection with a maximum of 100 words

C. Directions

Type 1 N/A

Type 2 Read the passage; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 four types of literature, listed vertically from short to long

B. Options

Types 1 and 2 correct response: the type of literature requested in the stimulus
distractors: other types of literature from the skill list

SAMPLE ITEM: *Type 1*

1. Compositions intended to be acted are called:

A diaries.
B novels.
•C dramas.
D short stories.

SAMPLE ITEM: *Type 2*

Read the passage in the box; then answer question 2.

> **Thomas Jefferson was a Virginia farmer and statesman. He is best known for writing the Declaration of Independence and as the third President of the United States. Many people have visited his home near Charlottesville, Virginia.**

2. This passage is an example of a(n):

A myth.
B novel.
•C biography.
D autobiography.

OBJECTIVE: 3.2

GRADE 8: READING **GOAL: LITERARY SKILLS**

SKILL: Identify the essential elements of a story including characters, plot and setting.

STIMULUS ATTRIBUTES:

A. Format a boxed selection followed by a direct question or an incomplete sentence requesting character, plot or setting

B. Content selection with a maximum of 250 words

C. Directions Read the selection in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences dealing with character, plot or setting, listed vertically from short to long

B. Options correct response: the word, phrase or sentence requested in the stimulus
distractors: words, phrases or sentences that incorrectly depict the element requested in the stimulus

---

SAMPLE ITEMS:

Read the selection in the box below; then answer questions 1 and 2.

Sarah followed her guide into the courtroom. Every seat was taken except for two in the back.
"These are for us," the guide said. "Sit down, Sarah Cohen."
"Why am I here?" Sarah asked.
"You'll understand when the judge comes in."
More people were pouring in. They were standing in the aisles.
"Why is it so crowded?" Sarah asked.
"This is a very important case," the guide answered. "What the judge decides here will change the course of history."
A hush fell over the room as the judge came in. She was tall and handsome in her black robe. Her thick black hair was pulled back into a bun. Her snapping black eyes looked around the packed courtroom.
"I know her," Sarah said. "She's like me!"
"She is you," the guide corrected.
"That's Judge Cohen -- you, thirty years from now."
Sarah rubbed her eyes. "This is a dream," she said.
"It's a true dream," said her guide. "If you work to make it happen, it will."
Sarah shrugged. "I don't see how," she said. "I'm the oldest of eight at home. I've missed a lot of school because Mother's been sick."
"No excuses, Sarah Cohen," said the guide sternly. "Your mother is better now. You can go back to school if you make the effort."
Sarah looked at the judge. She was pounding her gavel hard, but it made no sound. The dream was fading.
"All right," Sarah said. "I'll go back."

1. **The main character in the story is:**

   *A Sarah.
   B the guide.
   C Judge Cohen.
   D the narrator.

2. **Which is the plot of the story?**

   A A lonely girl is on trial for having dreams.
   B A young girl has a dream in which she sees her double.
   C A young girl is bothered by dreams because her mother is very ill.
   *D A young girl has a dream that makes her decide to return to school.

OBJECTIVE: 4.1a

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Apply dictionary skills: alphabetize given word lists.

STIMULUS ATTRIBUTES:

A. Format a direct question such as: Which group of words is in alphabetical order?

B. Content
1. words from the l0X Basic Skills Vocabulary List, Grade 8 or below
2. alphabetize to the seventh letter

RESPONSE ATTRIBUTES:

A. Format

Type 1 four word lists each containing the same five words, listed vertically

Type 2 four word lists each containing five different words

B. Content at least two words with the same first two letters

C. Options correct response: the correctly alphabetized word list
distractors: word lists NOT arranged in alphabetical order

SAMPLE ITEM:

1. Which group of words is in alphabetical order?

* A	gleam glee glider glimpse globe	C	glee gleam glider globe glimpse
B	gleam glee glimpse glider globe	D	glee gleam glimpse glider globe

OBJECTIVE: 4.1b

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Apply dictionary skills: use entry words.

STIMULUS ATTRIBUTES:

A. Format a boxed entry word, preceded by a direct question such as: Which guide words would be at the top of the SAME dictionary page as the entry word below?

B. Content entry word from the 10X Basic Skills Vocabulary List, Grade 8 or below

C. Directions For question ( ), select the guide words that would be located on the SAME dictionary page as the word in the box.

RESPONSE ATTRIBUTES:

A. Format four pairs of guide words listed vertically

B. Content
1. guide words from the 10X Basic Skills Vocabulary List, Grade 8 or below
2. guide words beginning with the same first letter as the stimulus entry word

C. Options correct response: the guide words found on the same dictionary page as the stimulus entry word
distractors: guide words NOT found on the same dictionary page as the stimulus entry word

---

SAMPLE ITEM:

1. **Which guide words would be at the top of the SAME dictionary page as the entry word below?**

alligator

A alter -- amino
B apple -- arson
C allotment -- angel
*D alliance -- allotment

OBJECTIVE: 4.1c

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Apply dictionary skills: uses guide words.

STIMULUS ATTRIBUTES:

A. Format	two underlined guide words
B. Content	guide words from the 10X Basic Skills Vocabulary List, Grade 8 or below
C. Directions	For question ( ), select the word that would be located (would NOT be located) on the SAME dictionary page as the underlined dictionary guide words.

RESPONSE ATTRIBUTES:

A. Format	four entry words listed vertically from short to long
B. Content	1. entry words from the 10X Basic Skills Vocabulary List, Grade 8 or below 2. entry words beginning with the same letter(s) as the stimulus guide words
C. Options	correct response: the entry word found (NOT found) on the same dictionary page as the stimulus guide words distractors: entry words NOT found (found) on the same dictionary page as the stimulus guide words

---

SAMPLE ITEMS:

For question 1 select the word that would NOT be located on the SAME dictionary page as the underlined dictionary guide words.

1. candle – cellar

A ceiling
B carriage
•C cigarette
D cathedral

For question 2, select the word that would be located on the SAME dictionary page as the underlined dictionary guide words.

2. thorough – through

A think
B throw
C thump
• D thrash

OBJECTIVE: 4.1e

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Apply dictionary skills: select appropriate dictionary meanings.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with an underlined word, followed by an example of a dictionary entry and a direct question or an incomplete sentence such as:

Type 1 As it is used in the sentence, the word ( ) BEST fits which definition?

Type 2 As it would be used in the sentence, ( ) means:

B. Content dictionary entry with phonetic spelling, part of speech and at least four meanings of the underlined word

C. Directions

Types 1 and 2 Read the sentence in the box, then refer to the dictionary definitions to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers representing different meanings given in the stimulus dictionary entry, listed vertically in ascending or descending order

Type 2 four definitions listed vertically from short to long

B. Options

Type 1 correct response: the number of the definition of the stimulus word as used in the stimulus sentence
distractors: other definition numbers from the stimulus dictionary entry

Type 2 correct response: the definition of the stimulus word as used in the stimulus sentence
distractors: other definitions of the stimulus word

For questions 1 and 2, read the sentence in the box, then refer to the dictionary definitions to answer the questions.

SAMPLE ITEM: *Type 1*

The box was so light that even a two-year-old child could lift it.

light ('līt) adj. 1. having illumination; bright 2. not dark in coloring 3. having little weight 4. of little importance, trivial or entertaining.

1. As it is used in the sentence, the word light BEST fits which definition?

A 1
B 2
***C** 3
D 4

SAMPLE ITEM: *Type 2*

2. As it is used in the sentence, light means:

A having illumination.
***B** having little weight.
C not dark in coloring.
D of little importance.

OBJECTIVE: 4.2a

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: Table of Contents.

STIMULUS ATTRIBUTES:

A. Format a boxed Table of Contents followed by a direct question requesting information from the Table of Contents

B. Content Table of Contents containing a maximum of 35 entries:
1. maximum of 10 chapter headings
2. maximum of 5 unit or section headings

C. Directions Refer to the Table of Contents to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four chapter headings, unit (section) headings or page numbers listed vertically in random order

B. Options correct response: the chapter heading, unit (section) heading or page number requested in the stimulus question
distractors: other chapter headings, unit (section) headings or page numbers from the stimulus Table of Contents.

SAMPLE ITEM:

Refer to the Table of Contents below to answer question 1.

TABLE OF CONTENTS

Chapter 1	The First Automobiles	2
	The Steam Car	8
	The Electric Car	17
	The Gasoline Car	25
Chapter 2	Growth of the Auto Industry	47
	Mass Production	49
	Henry Ford	53
	The Assembly Line	59
	The Production Race	70
	Changes in Design	77
	Changes in Other Countries	81
	Automobile Registration	87
Chapter 3	The Automobile Today	97
	The Auto Industry	104
	Sports Cars	107
	The Family Car	111
	Vacation Travel	113
	Two Problems: Pollution and Auto Safety	115
	A Nation on Wheels	117

1. **Where would you look to find information about automobile pollution?**

   A 111
   B 104
   •**C** 115
   D 107

OBJECTIVE: 4.2b

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: indexes.

STIMULUS ATTRIBUTES:

A. Format a boxed portion of an index, followed by a direct question requesting information from the index

B. Content index containing a maximum of 50 entries:
1. maximum of 10 major entries
2. at least 5 subordinate entries
3. no more than 5 cross references

C. Directions Use the index in the box below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four numbers, subject headings or other information from the stimulus index listed vertically in random order

B. Options correct response: the page number, subject heading or other information requested in the stimulus question
distractors: other page numbers, subject headings or information from the stimulus index

---

SAMPLE ITEM:

Use the index in the box below to answer question 1.

INDEX

Dairy farming: Canada 382, 383, 384; Central States 263, 267-268; Middle Atlantic States, 232; New England, 204; Northwest, 302-303; South America, 474; Southern States, 245; Southwest States, 326; West Indies, 429;
Dams, 328, 240, 279-281, 293, 320, 321, 401; in South America, 479
Davis Jefferson, 167
Death Valley, 320
Declaration of Independence, 58-59, 160
Deed, land 106

1. **On which page would you look for information about dams in South America?**

   A 238
   B 279
   C 401
   • **D** 479

OBJECTIVE: 4.2d

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: glossaries.

STIMULUS ATTRIBUTES:		RESPONSE ATTRIBUTES:	
A. Format	a boxed portion of a glossary followed by a direct question requesting information from the glossary	A. Format	four numbers, definitions or respellings listed vertically in random order
B. Content	maximum of 15 entries containing entry words, respellings and definitions(including some multiple meanings).	B. Options	correct response: the number of meanings, number of syllables, definition or respelling requested in the stimulus question distractors: other numbers, definitions or respellings from the stimulus glossary
C. Directions	Use the glossary in the box below to answer question ( ).		

SAMPLE ITEMS:

Use the glossary in the box below to answer questions 1 and 2.

GLOSSARY

cof fee (ko' fē). dark-brown drink made from roasted and ground seeds of a tall, tropical tree or shrub
com pac tor (kem pak 'tor). a small machine used to squeeze together by pressure anything that is put into it, especially garbage
con tract (ken trakt'). draw together; make or become narrow; shorten, make or become smaller, shrink; Muscles contract to help move bones

den tal car ies (den'tl ker'ēz or kar'ez). destruction of dental tissues, tooth decay
den tal hy gien ist (den'tl hī' je' nist.). an expert in hygiene of the teeth
di gest (de jest' or dī jest'). change food in the mouth, stomach and intestines so that the body can use it: We digest our food. The food is digested.
di ges tion (de jes' chen). the changing or breaking down of food in the mouth, stomach and intestines so that the body can use it
dis ease (de zez). 1. sickness, illness. 2. any particular illness. Measles and chicken pox are two diseases of children.
dis ease germ (de zēz-jerm'). microbe that causes disease
dis solve (di zolv') make or become liquid, especially by putting or being put into a liquid. Salt or sugar will dissolve in water.

1. **A dental hygienist is concerned with:**

   A jeans.
   • B teeth.
   C dents.
   D hydrogen.

2. **How many syllables are there in the word compactor?**

   A 1
   B 2
   • C 3
   D 4

OBJECTIVE: 4.2e

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: card catalogs.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed library catalog card, followed by a direct question requesting information from the card

Type 2 a direct question such as: Which type of card would you use to find a book about ( )?

B. Content

Type 1 library card with the subject, title, author, publisher, shelf number and date of publication

Type 2 question referring to subject, title, or author library card

C. Directions

Type 1 Use the information in the box below to answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 four responses related to the stimulus question, listed vertically from short to long or in random order if numeric

B. Options

Type 1 correct response: the information requested in the stimulus question
distractors: other information from the stimulus catalog card

Type 2 correct response: the name of the card requested in the stimulus question
distractors: other information relative to a library catalog card

OBJECTIVE: 4.2e (cont.)

SAMPLE ITEM: *Type 1*

Use the information in the box below to answer question 1.

ANIMALS

638.08 C
Curry, Marie
Animal trainers : what it's like to be an animal trainer and how to become one / by Marie Curry -- Philadelphia : Barton Press, c1983.
140p. : ill.

1. **What is the title of this book?**

   A Animals
   B Marie Curry
   C Barton Press
   •D Animal Trainers

SAMPLE ITEM: *Type 2*

2. **Which type of library catalog card would you use to find a book about dinosaurs?**

   A title
   B author
   C number
   •D subject

OBJECTIVE: 4.2f

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: maps -- products, political, physical.

STIMULUS ATTRIBUTES:

A. Format	a map followed by a direct question requesting information from the map
B. Content	a products, political or physical map
C. Directions	Use the map below to answer question ( ).

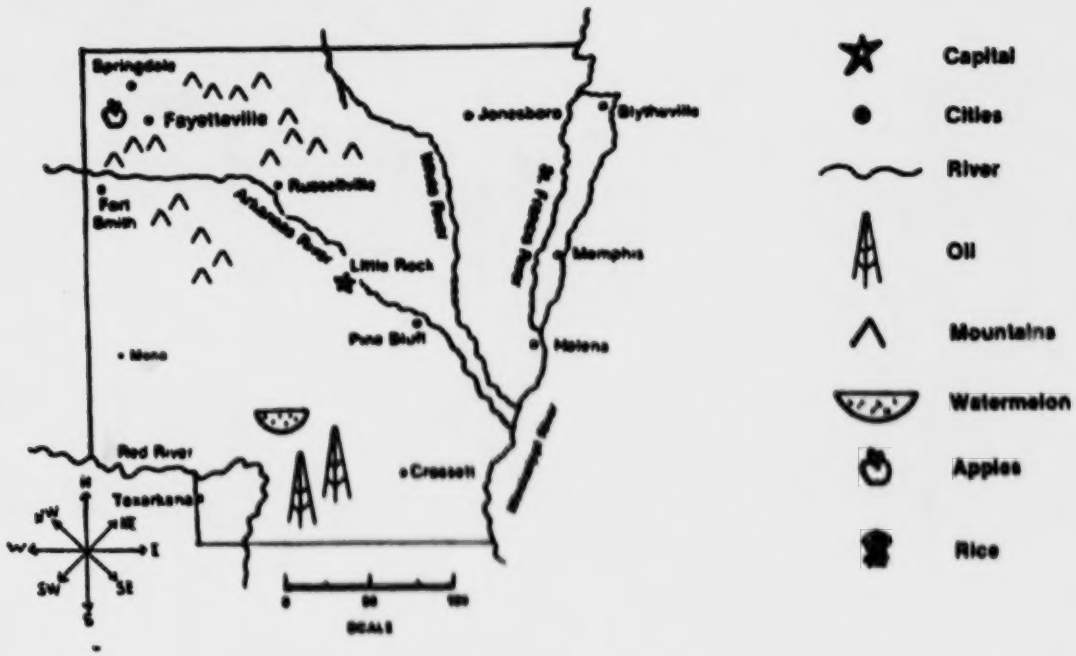
RESPONSE ATTRIBUTES:

A. Format	four responses related to the stimulus map, listed vertically from short to long
B. Options	correct response: the information requested in the stimulus question distractors: other similar information from the stimulus map

---

SAMPLE ITEM:

Use the map below to answer question 1.



1. **According to the map, Springdale produces:**

   A oil
   • B apples
   C rice
   D watermelons

OBJECTIVE: 4.2h

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: tables.

STIMULUS ATTRIBUTES:

A. Format a table followed by a direct question requiring specific information or interpretation

B. Content
1. maximum of 36 cells with at least four vertical cells and four horizontal cells
2. no mathematical computation required

C. Directions Use the table below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, names or numbers, listed vertically from short to long or in order of increasing magnitude if numeric

B. Options correct response: the information requested in the stimulus question
distractors: other items of related information from the stimulus table

---

SAMPLE ITEMS:

Use the table below to answer questions 1 and 2.

MILEAGE BY ROAD BETWEEN SOME CITIES IN ARKANSAS

Name of City	Blytheville	Conway	El Dorado	Fayetteville	Fort Smith	Hot Springs
Blytheville	–	185	285	306	371	239
Conway	185	–	148	162	128	84
El Dorado	285	148	–	295	232	117
Fayetteville	306	162	295	–	63	193
Fort Smith	371	128	232	63	–	128
Hot Springs	239	84	117	193	128	–

1. Mr. Black is driving from Conway to Fort Smith. How many miles will he drive?

   A 117
   *B 128
   C 148
   D 193

2. Mrs. Smith is planning a trip from Hot Springs to Fayetteville. How many miles will she travel?

   A 117
   *B 193
   C 295
   D 306

OBJECTIVE: 4.2j

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Locate information from various sources: newspapers.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed excerpt from a newspaper followed by a direct question requiring information relative to the excerpt

Type 2 a direct question such as: Where in a newspaper would you MOST LIKELY find ( )?

B. Directions

Type 1 Use the newspaper (article, advertisement) to answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four responses related to the stimulus listed vertically from short to long

Type 2 four names of newspaper sections, listed vertically from short to long

B. Options

Type 1 correct response: the information requested in the stimulus question
distractors: other information related to the stimulus question

Type 2 correct response: the name of the newspaper section requested in the stimulus
distractors: the names of other newspaper sections

SAMPLE ITEMS:

Use the newspaper article to answer question 1.

March planned for "Smokeout"
by Tom Jones

The American Cancer Society will hold a march to the state Capitol at noon Thursday to observe "the Great American Smokeout," a day on which smokers are encouraged to kick the habit.

Participants will gather at 11:30 a.m. at Spring Street and Capitol Avenue, then at noon will proceed along Capitol Avenue to the state Capitol. Governor Bill Clinton will speak to the marchers at the Capitol; then they will receive "cold turkey" sack lunches provided by the Baptist Medical Center, St. Vincent Infirmary and Doctors Hospital.

Type 1

1. What does the byline tell you?

•A Tom Jones wrote the story.
B Tom Jones planned the march.
C The story takes place in March.
D The story was written in March.

Type 2

2. Where in a newspaper would you most likely find homes for sale?

A Comics
B Sports
C Obituaries
•D Classified

OBJECTIVE: 4.3

GRADE 8: READING **GOAL: REFERENCE AND STUDY SKILLS**

SKILL: Outline through main topics, subtopics and details.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed expository selection followed by a direct question such as: What is the main topic of this selection?

Type 2 a boxed incomplete outline followed by a direct question requiring completion of the outline

B. Content

Type 1 selection containing:
a. a maximum of 250 words
b. no more than two main topics
c. at least two subtopics in each main topic
d. at least three details in one of the subtopics

Type 2 outline containing:
a. a maximum of four main topics
b. maximum of three subtopics per main topic
c. at least three details under one or more of the subtopics
d. one blank space

C. Directions

Type 1 Read the selection in the box; then answer question ( ).

Type 2 Use the outline to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words or phrases for the category addressed in the stimulus question (main topic, subtopic, details, title, etc.), listed vertically from short to long

Type 2 four words or phrases listed vertically from short to long

B. Options

Type 1 correct response: the word or phrase requested in the stimulus question
distractors: other words or phrases from the selection

Type 2 correct response: the word or phrase requested in the stimulus question
distractors: words or phrases that fit other categories of the outline

OBJECTIVE: 4.3 (cont.)

SAMPLE ITEM: ***Type 1***

Read the selection in the box below; then answer question 1.

> **A spectacular new theory that attempts to explain the mass extinction of dinosaurs has recently been introduced. The theory holds that every 26 million years or so a rain of comets bombards the earth. The "rain" lasts hundreds of thousands of centuries. The impact of the largest comet loosens and sends enough dirt and rocks into the atmosphere to block the sun for months. As the skies darken, temperatures on the earth drop rapidly and the majority of existing animals and plants die.**
>
> **If this theory is correct, the next "rain" will begin in 13 million years. This may seem like a long time from now, but the discussion that this theory has provoked has had immediate effect. Researchers are busy hunting for an agent that could cause or explain this apparent regular destructive "rain". The literature is also beginning to be full of articles on this new theory of dinosaurs.**

1. What is the main topic of this selection?

- **A** Dinosaurs were battered by comets.
- ***B** Plants and animals need light and warmth.
- **C** Rain can cause severe damage to plants and animals.
- **D** Scientists have changed their way of thinking about the extinction of dinosaurs.

SAMPLE ITEM: ***Type 2***

Use the outline below to answer question 2.

Outline for the Civil War

I. Overview of the United States from 1850 to 1860.
- **A. Economic Conditions**
  - **1. North**
  - **2. South**
- **B. Social Conditions**
  - **1. North**
  - **2. South**
- **C. Political Conditions**
  - **1. States**
  - **2. National**
- **D. International influences**

II. The Outbreak of Fighting
- **A. Secession**
- **B. Declaration of War**
- **C. Gettysburg Address**

III. Major Battles
- **A. Gettysburg**
- **B. Appomattox**
- **C. Battle of Atlanta**

IV. The War Ends
- **A. _____**
- **B. Recovery and Reunification**
  - **1. Economic recovery**
  - **2. Political change**
  - **3. Social change**

V. Carpetbagging

1. What entry belongs to IV.A?

- **A** North
- **B** Treaties
- **C** Recovery
- ***D** Surrender